

Electronic Data Reporting Template

Guidance Activities Results Report (Large Group)

School: North Ogden Jr. High

Target Group: 9th Graders

Target Group selection is based upon: No CORE credit loss following 9th grade

Key Word: Credit Standing

ABSTRACT- Through graduation requirement information and make-up credit opportunities, 9th grade students should begin the 10th grade with no CORE credit loss, and/or have a plan to make up lost credit.

PROJECT DESCRIPTION

Introduction- Utah CCGP-Student Outcomes: Standards & Competencies
Standard C: Students will complete school with essential coursework...

Participants- 9th Grade Students

Method- Each 9th grade student, with lost credit, made a plan with their counselor and parent to make up the credit. Make-Up credit contracts were signed, with several options for making up credit, such as:

- Working with the teacher to make up missed work for a grade change.
- Summer School (English, Geography, Science, Math)
- Electronic High School- Independently
- Electronic High School- 8 week class w/NOJH support
- TRAMS
- BYU Independent Study
- Northridge Learning Center

RESULTS

Prior to Summer School, 70% (149/211) of the 9th grade students were On-Line for graduation with no CORE credit loss. Following Summer School, 76% (161/211) of the students were on-line for graduation with no CORE credit loss. An increase of 6%.

DISCUSSION

Even though we would like all students to enter high school with no credit loss, an increase of 6%, or 12 students, were able to reach that goal through make-up credit options. As a school, we will continue to work on helping students pass their classes the first time, and will provide make-up options for those who need it.



Electronic Data Reporting Template

Closing the Gap Results Report (Small Group)

School: North Ogden Jr. High/ Weber School District

Target Group: M-Power Group

Target Group selection is based upon: Teacher/Counselor recommendation, GPA

Key Word: M-Power

ABSTRACT: North Ogden Jr. High's M-Power group was designed to motivate a small group of students who struggle academically. A counselor met weekly with the M-Power students to help them learn and practice success skills such as: Personal Power, Responsibility, Problem-Solving, Goal Setting, Study Strategies, Test-Taking Skills, Coping Skills, etc...

M-Power students also met individually, bi-weekly, with their counselor, to review grades and academic progress.

PROJECT DESCRIPTION

Introduction

- Utah CCGP Student Outcome- **Academic/ Learning Development-** Standard A: Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life-span.
- The intended student behavior was to improve Academic & Personal Achievement.

Participants

- A group of approximately 5-10 students, who were recommended by teachers, participated in M-Power...with the final group consisting of 9 students.
- The Target Group was students who struggled academically.

Method

- Weekly M-Power Groups
- Pre-Test: 40 Developmental Assets (10/25/07): Post-test: (5/8/09)
- Mid-term and Final Grades measured, graphed, & recorded
- A variety of resources were used weekly for lessons/ activities: i.e. What Kids Need to Succeed, Activities that Teach, School Power, Internet Resources, etc...
- Bi-Weekly Success Check w/ counselor- Weber School District Portal
- Power in You Conference @ Weber State

RESULTS

*The first data measurement is the GPA's of 8 students who were members of the M-Power group the majority of the year.

*Five of the students were original members of the M-Power group, so they completed the 40 Developmental Assets Checklist at the beginning of the group and at the end of the group. Each response was given a numerical value, and the scores were totaled and compared.

Student	1 st Q-G.P.A	2 nd Q-G.P.A.	3 rd Q-G.P.A.	4 th Q-G.P.A.	Developmental Assets Pre-Test	Developmental Assets Post-Test
#1	2.61	1.38	2.47	2.38	NA	NA
#2	2.52	3.14	2.14	2.85	52	67
#3	.61	1.19	1.09	1.47	47	37
#4	1.0	.80	1.23	1.38	65	66
#5	1.0	.90	1.19	.88	NA	NA
#6	2.47	1.76	1.76	2.04	NA	NA
#7	.47	.61	1.14	.16	58	41
#8	2.33	2.47	3.09	2.33	54	52
#9	1.57	1.38	1.47	1.71	NA	NA

DISCUSSION

Unfortunately, the data doesn't indicate a significant increase in the M-Power students' GPA. Some of them made small improvements, while others' grades got worse.

The Developmental Assets Pre/Post Test didn't seem to reflect a positive change in developmental assets.

The "feel" of the group was very positive. The M-Power kids looked forward to attending group and actively participated in the activities & discussions. They were a fun group of kids & we developed nice relationships within the group. It gave some of them a place to belong @NOJH. In the future, we need to develop an assessment that would better reflect the improvements that the students make throughout the year.



Electronic Data Reporting Template

Guidance Activities Results Report (Large Group)

School: Orion Junior High School

Target Group: All 8th Graders

Target Group selection is based upon: The fact that they will be 9th graders next year and all their grades and credits will now count toward high school graduation.

Key Word:

ABSTRACT

The purpose of this study was to review data to give some implication if counselors reviewing graduation requirements with 8th grade students and their parents and talking about the importance of passing all classes to meet the graduation requirements, would decrease the number of failing grades students earned in 9th grade, thus keeping more students on line to graduate with their class. Among all of our 8th grade students who also attended Orion as 9th graders, we actually saw a slight increase in the number of failing grades from 8th to 9th grade. As 8th graders, 119 "F" grades were received during the first 3 quarters of the year. Those same students received 141 F grades during the first 3 quarters of this year, their 9th grade year. We had hoped that counselors stressing the graduation requirements and the importance of passing all classes may have had a slight impact in the reduction of failing grades. Unfortunately, that was not the case this year. We will need to track this for a few years to see if it is a consistent trend. Although the total #'s of F grades did increase for this year's group from 8th to 9th grade, we did have 14 students that earned one or more F grades last year whom did not earn one single F grade this year. The total number of students earning one or more F grades for this years group dropped from 40 to 37. We will continue to cover this information with students and parents at our SEOP conferences because we feel it's important that they understand 9th grade counts for credit and that they are shown how and why it counts.

PROJECT DESCRIPTION

Introduction

- This student outcome is related to future planning and knowledge of graduation requirements and hopefully resulting in a decrease in the number of failing grades received in the 9th grade as compared to what students received in the 8th grade. Also the hope if for an increased student desire to graduate and pass all classes.

Participants

- The target group is all 8th graders at Orion Junior High
- 260 students

Method

- The guidance lesson content centers around increasing student and parent knowledge of graduation requirements at all 8th grade individual SEOP's, particularly helping students and parents to understand the importance of passing all their classes and that failing classes can result in not graduating and or having to make up credit to graduate.

- Information was presented to all 8th grade students in the individual SEOP (all of which are conducted by counselors). Parents are invited to and most attend these SEOP conferences. We review in detail the graduation requirements with all students and express to them the importance of 9th grade with it counting for high school graduation credit, especially encouraging students not to earn any failing grades in 9th grade because that could drastically affect their ability to graduate. Some students (at risk for failure based on poor grades in 7th and/or 8th grade were shown specifically how failing grades in 9th grade would negatively impact their ability to graduate.
- Academic grades were used as the evaluation method. A comparison of all students grades who attended Orion Junior High in both the 8th and 9th grade were made to see if they had earned more, less or about the same amount of failing grades as 9th graders as they did when they were in the 8th grade.

RESULTS

- Among all of our 8th grade students who also attended Orion as 9th graders we actually saw an increase in the number of failing grades from 119 “F” grades to 141. Although the total #'s of F grades did increase for this year's group from 8th to 9th grade, we did have 14 students that earned one or more F grades last year whom did not earn one single F grade this year. The total number of students earning one or more F grades for this year's group dropped from 40 to 37.

DISCUSSION

- Obviously, we had hoped to see the number of failing grades decrease from 8th to 9th grade with the idea that us addressing credits (and stressing credits with at risk students) at SEOP conferences would motivate them to earn less failing grades. We do not plan to change the SEOP as a result of this data. Last year we did see a reduction in F grades. I think this is something we will need to track for a few years to see if we have a consistent trend of students earning more, less or about the same amount of F grades from 8th to 9th grade. Even if the SEOP is not having an impact on F's, we feel covering graduation credit information with our 8th graders is important and we will continue to do so. Although the total #'s of F grades did increase for this year's group from 8th to 9th grade, we did have 14 students that earned one or more F grades last year whom did not earn one single F grade this year. The total number of students earning one or more F grades for this year's group dropped from 40 to 37. We would like to think that our work in the individual SEOP's had something to do with that.



Electronic Data Reporting Template

Closing the Gap Results Report (Small Group)

School: Orion Junior High

Target Group: Students enrolled in Options class.

Target Group selection is based upon: The following data/information/school improvement goals.

ABSTRACT

The small data project focused on students taking the Options class. Many Options students struggle academically, and this class is designed to give students time to work on homework or missing assignments. Ten lessons were presented at the beginning of the semester, focusing on study skills and becoming a better student. The expected result was that students would increase their GPA as they learn each skill and begin to apply it after discussing and practicing the skill. Students also set a specific academic goal in one class. A pre and post questionnaire was given during the first and last lesson. Student's GPAs were also compared from 2nd quarter, before they had Options, to 3rd quarter, after the lessons had been presented. The expected results and actual results were positive. The self-report data indicated that students showed improvements on 12 of the 15 questions and the average GPA increased by 6.2%.

PROJECT DESCRIPTION

Introduction

- The Options class is designed to give students time to work on homework and missing assignments. Classes are kept at a maximum of approximately eight students per class to reduce disruption and allow the teacher to monitor each student closely as well as provide individual instruction when needed. Options students often struggle academically and frequently do not do their homework or turn it in. It is intended to give students the opportunity to utilize their time to finish as much homework at school, reducing the likelihood that they will not complete homework. Students learn how to use a planner, become more organized and develop study skills to help them improve their study habits and grades.

Participants

- 44 Options students received 10 lessons
- 14 Options students took both the pre and post questionnaire

Method

- 10 lessons were prepared and presented to the Options classes, once a week for the first 20-25 minutes of class.
- A topic was discussed each week and a handout was given to each student. An object lesson/activities often accompanied topics to help students better associate with the lesson.
- Resources needed: Planner, How to get good grades booklet, counselor for evaluation.
- Start/End date: 2/1/08 to 4/4/08
- Evaluation Methods: pre/post questionnaire, comparing GPAs before and after lessons
- Counselors: School Counseling intern under the supervision of Laurie Moyes.
- Curriculum and materials used:
 - Week 1: Pre-Survey Study Skills Questionnaire/Using a planner
 - Week 2: Goal Setting
 - Week 3: Attitude
 - Week 4: Getting Organized

Week 5: Time Management
Week 6: How to be a Good Student
Week 7: Taking Good Notes/Effective Reading
Week 8: Test Taking Strategies
Week 9: Reduce Test Anxiety
Week 10: Post-Survey/Review Goals

How To Get Good Grades In Ten Easy Steps by Linda O'Brian.
Published by: Woodburn Press. Dayton, OH. 1999.

What Do You Really Want? How to Set a Goal and Go for It! A Guide for Teens
by Beverly K. Bachel.
Published by: Free Spirit Publishing Inc. Minneapolis, MN. 2001.

It's My Life. School. Time Management.
Published by: Castleworks, Inc. 2005.
<http://pbskids.org/itsmylife/school/time/article4.html>.

RESULTS

The results of the self-report data indicate that students improved on 12 of the 15 questions (see graph #1). In comparing students' 2nd quarter GPA and 3rd quarter GPA, 31 out of 44 students' (70%) GPAs increased for an average increase of 6.2% (see graph #2).

DISCUSSION

The data tells us that the Options class and lessons presented helped the students raise their grades. The Options class alone has the potential to help students bring up their grades because it gives them extra time in their school day to complete homework and study. However, many of the Options students are not motivated academically. Introducing study skills and helping students implement study skills in this class increases the likelihood that students will be more successful.

Other factors could have contributed to the students' increase in GPA. They could have had other interventions within the school during this time period.

All six periods of Options students received the 10 lessons on study skills. Only 14 students completed the pre and post questionnaire (some students transferred in/out and did not take either the pre or post survey. Also, I taught four periods of Options each week and the Options teacher presented the lessons to the other two periods, which did not receive the pre or post survey. The self-report data was only reflective of a small percentage of the students served, although we expect the results would have been similar to the 14 students who took the pre and post questionnaire. In the future, we would have all classes take the pre and post questionnaires, and ask questions in a different way, such as did you use a planner before this class? Do you use a planner now? Overall it was an effective strategy.

Small Data Research Project
Graph #1

Study Skills Questionnaire								
	Pre	Yes	Sometimes	No	Post	Yes	Sometimes	No
Do you use a planner?		100%	0%	0%		93%	7%	0%
Do you write down every assignment every day?		57%	21%	21%		43%	57%	0%
Do you usually know what your teacher expects from you?		64%	21%	14%		93%	7%	0%
Do you know how homework is graded (how much it's worth)?		57%	21%	21%		93%	7%	0%
Do you plan for study time?		7%	36%	57%		43%	36%	21%
Do you plan long term projects?		7%	36%	57%		29%	36%	36%
Do you plan how to study for tests?		7%	29%	64%		50%	21%	29%
Do you remember to bring your books home when you have homework?		86%	0%	14%		86%	7%	7%
Do you complete all of your assignments?		50%	29%	21%		71%	29%	0%
Do you turn in all of your assignments?		64%	14%	21%		64%	36%	0%
Do you take notes in class?		29%	36%	36%		50%	36%	14%
Do you take notes while you read?		7%	14%	79%		21%	29%	50%
Do you review your class notes?		7%	21%	71%		57%	21%	21%
Are you prepared to participate in class discussions?		71%	21%	7%		79%	7%	14%
Do you ask for help when you don't understand?		86%	14%	0%		86%	14%	0%
Total percentage		47%	21%	32%		64%	23%	13%

The pre and post questionnaire was based on 14 students in Options class.
12 out of 15 questions asked show improvements; one remained the same, and two decreased slightly.

Small Data Research Project
Graph #2

31/44 (70%) Students increased their GPA from 2nd to 3rd quarter, during which time the students had 10 lessons on how to be a better student. The average GPA increase was 6.2%.

Percentages were derived by taking the student's GPA and dividing it by 4.0, X by 100 to get a percentage.



Electronic Data Reporting Template

Guidance Activities Results Report (Large Group)

School: Rocky Mountain Jr. High

Target Group: 7th Graders

Target Group selection is based upon: Random selection

Key Word: harassment, bullying

ABSTRACT

We surveyed 88 7th grade students regarding their perception of bullying and harassment at our school. The purpose was to compare this year's 7th graders to last year's 7th graders.

PROJECT DESCRIPTION

A formal needs assessment was given to students to specifically measure bullying and harassment among 7th grade students. One reason this was chosen was to determine the effectiveness of school wide "bystander" training for 7th grade students. Using 2007-2008 as a baseline we wanted to repeat the survey with a new 7th grade class and compare results.

Participants

- 88 7th graders in the current year
- 84 7th graders from the previous year

Method

- Survey taken during Intro to CTE classes in the Spring.
- Compared results from two years to improve school climate.

RESULTS

Current 7th graders surveyed reported that 94% felt welcome this year at school compared to last year's 90%. This shows an increase of 4% over last year.

When asked if there was an adult at school they could go to for help, 88% of the current 7th graders reported yes compared 93% last year. That's a decrease of 5% from last year.

9% of the current 7th graders felt that bullying/harassment is a huge problem which is down from 16% last year. Almost half of the students reported a medium problem and 39% reported it as a small problem, which is a 10% improvement from last year.

When asked which method would help reduce bullying/harassment in our school they students thought that the following three methods would work best; 1. 47% felt that the bully should get in trouble more; 2. 33% felt that teaching students to stand up to the bully would help; and 3. 27% felt that having teachers in the hall would help reduce bullying.

DISCUSSION

As a result of this survey we are encouraging counselors and teachers to spend more time in the hallway between classes. The survey also shows that the bystander training is effective. Counselors are part of a team working on advisories so students will have the same teacher for all 3 years. We believe this will help students feel that they have someone they can go to at the school if needed.



Utah Comprehensive Counseling and Guidance Closing the Gap Results Report (Small Group) 2007-2008

School: Rocky Mountain Jr. High

Target Group: Native American Indians

Target Group selection is based upon: Self Identification

ABSTRACT

We wanted to know the attitudes of students who have identified themselves as American Indian decent regarding bullying and harassment and compare their perceptions to a larger student survey taken at the same time.

PROJECT DESCRIPTION

This is the Who, What, Where, When, Why, How section.

Introduction (the Why)

- School-wide data projects for guidance activities and “closing the gap” have been effectively implemented for AI/AN student population with at least one project every three years.
- Decrease bullying and harassment of AI/AN students as well as all students at Rocky Mountain Jr. High

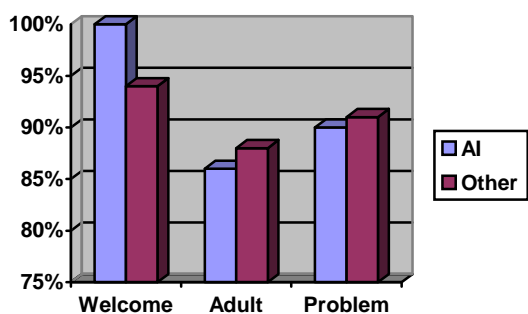
Participants

- 7 AI students, self identified
- 88 7th graders, randomly selected

Method (the What, When and Where and How)

- Bystander training taught in all 7th grade social studies classes
- Counselors and peer leaders will present the bystander training
- 2007-2008 school year
- Evaluation Methods – Bystander curriculum and survey

RESULTS



1. All of the AI students felt welcome at our school compared with 94% of the other students.
2. 86% of the AI students said that there was an adult at the school that they could go to for help.
3. 90% of the AI students reported that bullying/harassment was a medium to small problem at Rocky compared to 82% of the other students.
4. 40% of our AI population would rather stand up to bullies than get them into trouble; whereas 47% of the other students thought that the bullies should get into more trouble.

DISCUSSION

The AI group reported bullying is a smaller problem than the larger group; also they were less inclined to get the bully in trouble and more inclined to have other students stand up to the bully. Finally more AI students felt welcome than the larger group. According to these results we don't feel that there is a need for intervention among our AI students and that our efforts to train all students are working well for them.

Utah Comprehensive Counseling and Guidance

Guidance Activities Results Report (Large Group) 2007-2008

School: Sand Ridge Junior High

Target Group: 8th grade

Target Group selection is based upon: Career Learning & Exploration

ABSTRACT

Our goal is to implement an effective and helpful career lesson for eighth grade students that can be used each year. Utilizing the *Career Game* and *Red Hot Jobs* we taught these career lessons to the eighth graders in two class periods. Prior to the lesson we administered an anonymous five question survey to assess students' knowledge of careers, accessing information about careers, and how personality codes correspond with different careers. We gave a similar survey at the conclusion of our lesson to determine if student learning occurred and if the lesson was helpful for students. Results indicate that of the 230 eighth graders that participated in the study that student learning occurred; and a majority felt that the career learning exercise was helpful and effective.

PROJECT DESCRIPTION

Introduction

- Students will gain self-knowledge through career exploration (Standard D, Objective 1, CCGP Outcomes and/or Standard X in CGP)

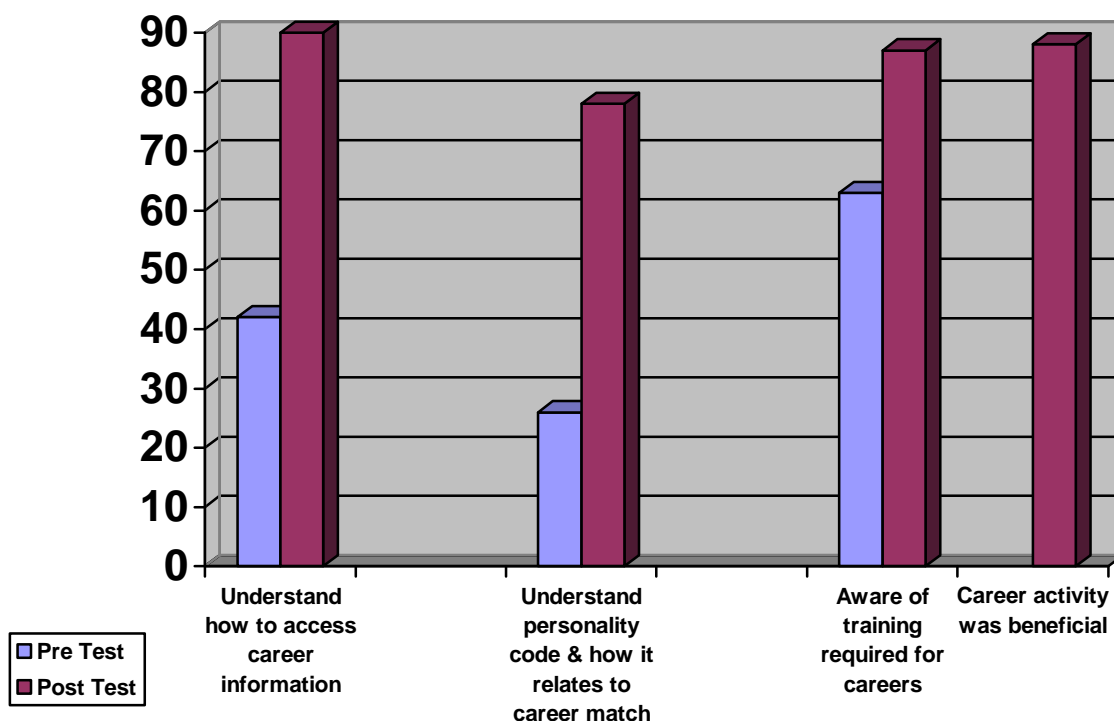
Participants

- All eighth grade students (230)

Method

- Guidance activity: Career exploration lesson
- *The Career Game* and *Red Hot Jobs* Curriculum
- Project start/end date: November 30 and December 3 2007
- Lessons presented in 8th grade History classes
- Evaluation Methods – anonymous pre/post surveys
- Counselors: Joel Robins & Anneke Petersen

RESULTS

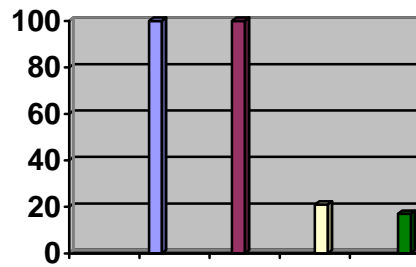


DISCUSSION

Results indicate that the *Career Game & Red Hot Jobs* is an effective tool to use with students in helping them identify how their personality code relates to possible career matches. In addition, results indicate that this is a beneficial method to help students identify training required for potential careers and how to access information about careers they are interested in.

The successful conclusion of this data guarantees further use of this learning tool.

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■	Learned Communication & Listening skills
■	Would participate in group again
■	Number of reports to the office before group started
■	Number of reports to the office after group started

Utah

Comprehensive Counseling and Guidance

Closing the Gap Results Report (Small Group) 2007-2008

School: Sand Ridge Junior High

Target Group: Girl's Social Skills Group

Target Group selection is based upon: Faculty was asked for referrals of female students that could benefit from a pro social skills group.

ABSTRACT

The purpose of this project was to identify whether or not conducting a social skills group was helpful for female junior high students who participated. There were approximately 12 group meetings with six student participants and one counselor. Results indicate that all members felt they improved their communication and listening skills and would participate again. There was a small decrease in reported incidences to the office for group members.

PROJECT DESCRIPTION

Introduction

- Students will gain knowledge about interpersonal social skills which include listening & communication, respect, being helpful and establishing/maintaining boundaries. (Standard H, Objective 2 CCGP Outcomes and/or Standard VII in CGP)

Participants

- Six female students participated in this social skills group

Method

- Guidance Activity: Weekly 40 minute meeting with group members.
- Project Start/End Date: October 10, 2007 & January 25th, 2008.
- Evaluation Methods: Before and after tallied referrals to the office for each group member and a post survey
- Counselor: Anneke Petersen
- Resources/Curriculum used:
 - Creative Therapy: Exercises for groups.*
 - Building a positive self concept: Activities for Adolescents.*
 - Talk with Teens: 50 guided Discussions for counseling groups.*

RESULTS

DISCUSSION

All group participants indicated that participating in our social skills group improved their communication & listening skills. This was the major objective for the group. Students can use the information we learned in group to better themselves in their interactions with teachers and peers.

Referrals to the office indicate that a majority of group members were being referred for tardies, being unprepared and failing grades. Future improvements for this type of group would be to include a section on study skills, being prompt, and being responsible.

After the conclusion of group, referrals to the office for a few of the members began to climb and members reported that group had helped them stay on track. For future groups of this type, a full year of having group might be beneficial.

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Utah Comprehensive Counseling and Guidance Guidance Activities Results Report (Large Group) 2007-2008

School: Snowcrest Junior High

Target Group: All 7th 8th and 9th Grade Students

Target Group selection is based upon: Students in 7th 8th 9th grade will become greater aware of internet safety and the purpose for staying safe while searching and communicating on line.

ABSTRACT

This project investigates the effects of receiving internet safety tips and instruction after being given classroom guidance. Pre and Post tests were given to determine increase in awareness. The results showed a slight increase of awareness. At Snowcrest we have seen a need to help students understand appropriate internet, texting and email usage. In the future, at Snowcrest Junior High, cyber-bullying and its harmful effects should be reviewed, as a guidance lesson, for the students.

PROJECT DESCRIPTION

Introduction

- 7th 8th and 9th Grade Students at Snowcrest Junior High (320 students)
- Developed materials by the National Center for Missing and Exploited Children. The counselor attended a workshop about Internet safety that was presented at Weber State University at the Davis Campus. A free curriculum was provided and handouts were received to pass onto the students.

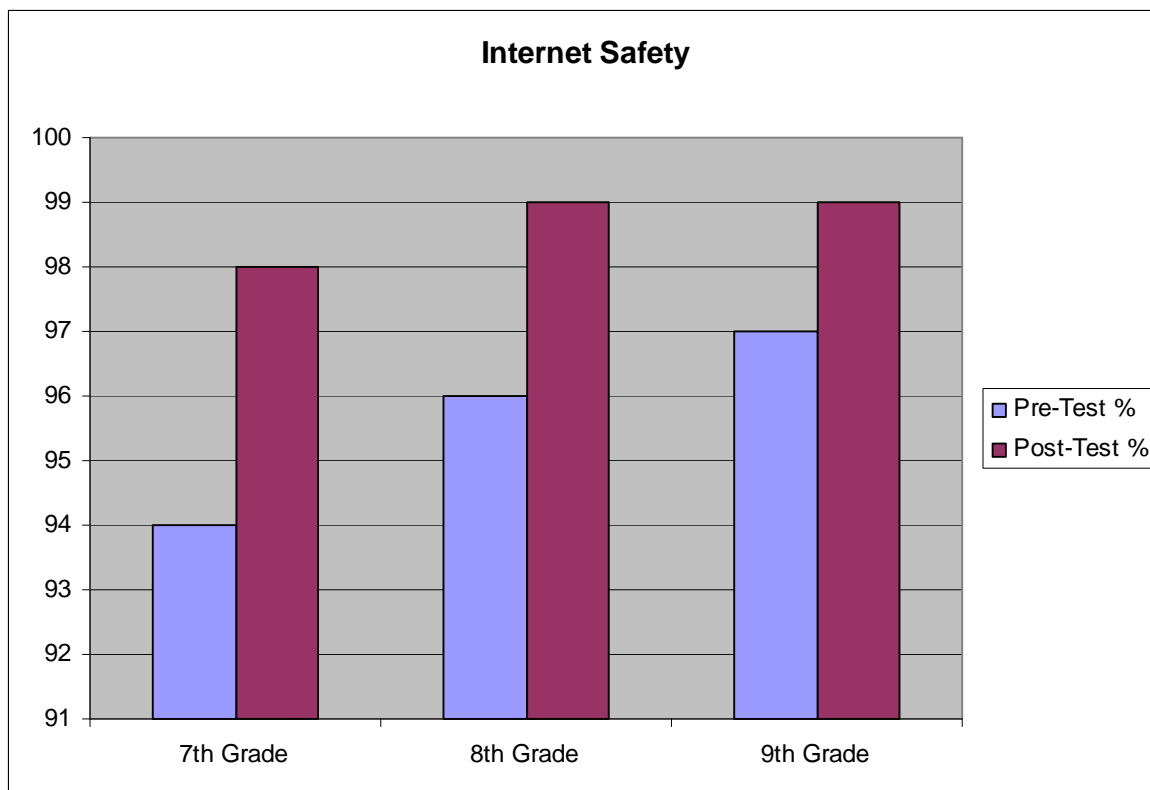
Participants

- 320 students were involved
- All 7th 8th and 9th Grade students

Method

- Guidance Lesson used was Internet Safety NetSmartz Workshop
- Curriculum and Materials from www.netsmartz.org
- Project Started April 29th and Ended May 9th
- Presented in Science Classes
- A pre and post test was given
- Counselor delivers lesson

RESULTS



We did experience a slight increase in the percentages of students who are aware of using the internet. We thought that the pre-test would have shown a lower percentage and that after the lessons on internet safety the percentage would have gone up greatly. However they didn't. This shows us that our students were already aware of the dangers and precautions that one should use, when accessing the internet.

DISUSSION

The data shows us that overall most of our students already know the dangers that can exist when using the internet inappropriately. However the true goal for this project was to increase the students' knowledge and awareness. Even though our percentages where high when taking the pretest the posttest did reveal that the students understood the material even more. However, the main concern that we can see, as a school, is that a few of our students use the internet, cell phones etc... to bully other students. We have had occurrences of cyber-bullying. The incidents of bullying have not occurred during school hours because we do not allow for students to use their cell phones at school. The incidents have occurred outside of school when using text messages, email, chat rooms, myspace etc... and then the student brings the information to school. The data shows that our students know safety on the internet but we still may need to revisit the topic of cyber-bullying.



Utah Comprehensive Counseling and Guidance Closing the Gap Results Report (Small Group) 2007-2008

School: Snowcrest Junior High

Target Group: 2nd year Elementary Algebra Students (9th Graders)

Target Group selection is based upon: At Snowcrest Junior High we find the need for several students to take two years of Elementary Algebra. This involves several of our 9th grade students who are not ready academically, to move into Geometry.

ABSTRACT

The purpose of this project is to measure improved algebra quarter grades of our 9th grade students who are repeating algebra for the second time and to give the student necessary support in and out of the classroom. The project analyzes the importance of the need for developing a good basis and understanding for the material taught in Elementary Algebra class. We offer to our students tutoring, a math lab class, monitoring, and one-on-one assistance, from our math options assistant. We expect our scores in Elementary Algebra to improve. The results are revealed and discussed in the last section.

PROJECT DESCRIPTION

Introduction

- 2nd year Elementary Algebra students will improve their grade in algebra. These students struggle in class to understand the concepts of Elementary Algebra and they have failed in the year prior
- Students will have better understanding and begin to develop a good basis for Elementary Algebra

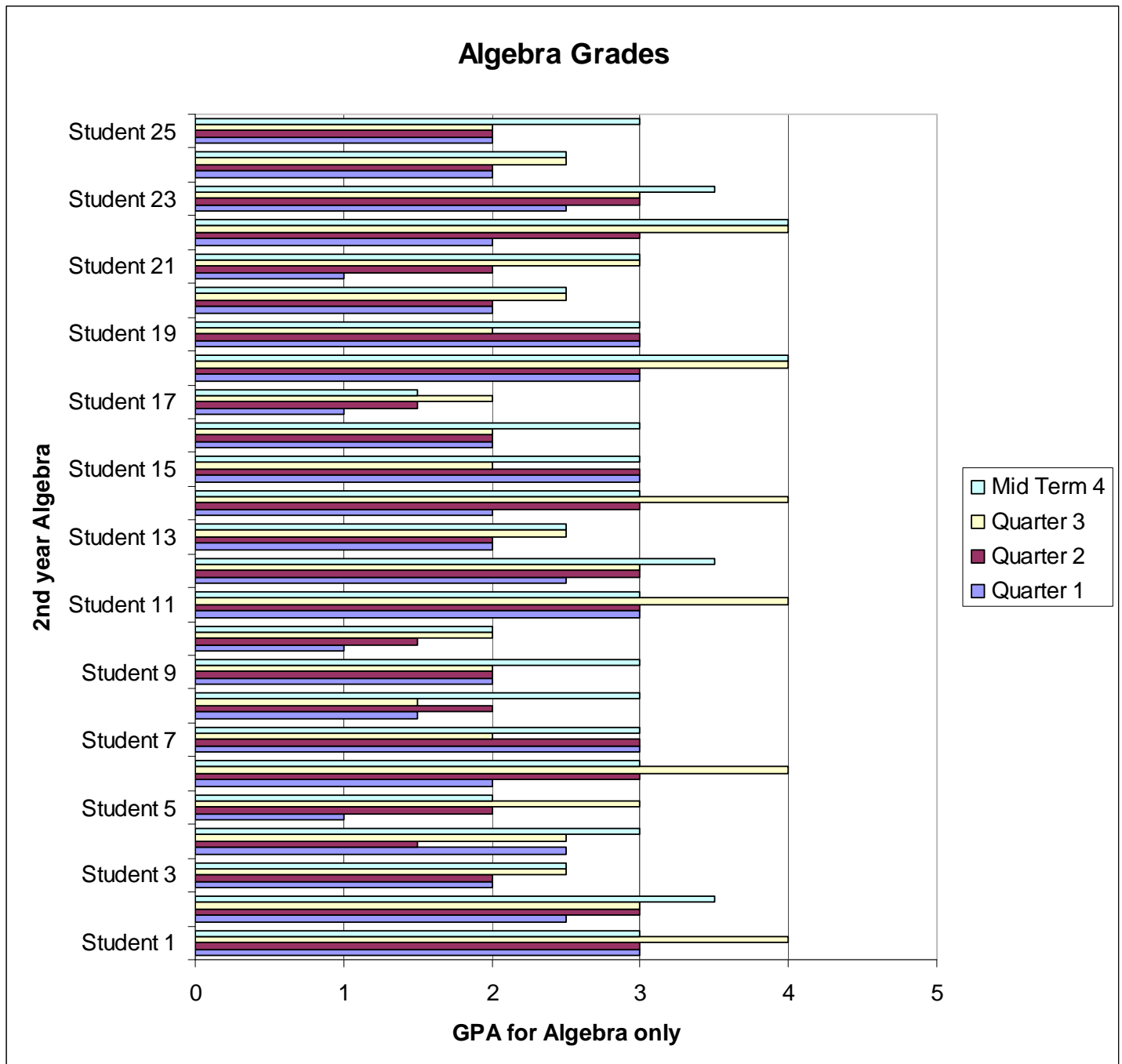
Participants

- 25 students are algebra repeaters, who failed Algebra as an 8th grader
- Only 9th grader students are involved, 13 boys and 12 girls

Method

- Project Start is August 23rd and End Date is May 20th
- Taking the class of the second time is the first advantage
- Students will work with teacher assistants and after school tutoring at least once or twice a week some students are also in a math lab class
- Teacher and counselor will monitor and track all progress
- Evaluation Methods – Each quarter: a tally of the number of times that the student works with the aide and the tutor will be tracked and we will also look at mid-term and quarter grades.
- Counselor, Algebra teacher, assistant, and tutoring twice a week
- Curriculum and Materials used is the Elementary Algebra textbook, and occasionally online tutoring when appropriate

RESULTS



The above chart shows overall an increase in algebra grades, from Quarter 1 to 4th Quarter Mid Term.

DISCUSSION

The data shows us that overall most of our students who repeated algebra for the second time did improve their grades. However the true goal was that each student would pass their algebra class to earn High School credit. With the assistance that students received, we believe they helped our students to ensure passing grades. Keep in mind that all 25 of these students failed one or more quarters when they were 8th graders and not one of them failed this year. There are several reasons that can attest to the success of our second year algebra students. The students were allowed to retake tests, after turning in all class work. Students were guided/reminded, when they needed to retake tests, by our options math aide. Another help for these students may have come from having a new math teacher this year. This teacher dedicated extra time to help students individually to become successful. It could also be that the second time around, taking the algebra was just what they needed to understand it better. Obviously there are several factors that can play a part for the improved grades, but one thing still remains that giving students the opportunity to repeat and receive extra help from instructors will continue in the future, here at Snowcrest Junior High.



Utah Comprehensive Counseling and Guidance

Guidance Activities Results Report (Large Group) 2007-2008

School: South Ogden Junior High

Target Group: 9th Grade Class

Target Group selection is based upon: To further career exploration in order to help students choose appropriate classes for high school/career path.

ABSTRACT

The purpose of our study was to assist ninth grade students in identifying their personality through the “True Colors” program. Once their personality type was identified, we assisted students in finding careers that matched their personality. Students were given a post survey. We expected that the majority of the students would benefit from this program. Data indicated that 61% of 9th graders felt the program was helpful. 67% of 9th graders felt this program can help students in choosing their career path.

PROJECT DESCRIPTION

Introduction

- Students will understand the process of career planning.
- Students will acquire skills to locate, understand, and use career information.

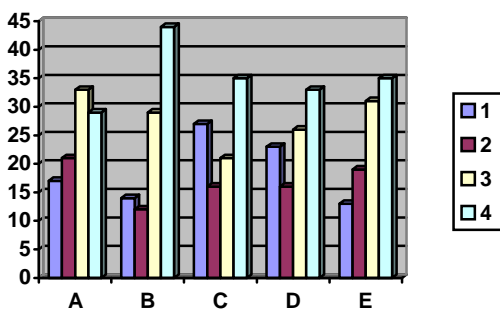
Participants

- 207 students participated in the “True Colors” program.
- 9th grade students

Method

- Students were identified in order to assist them in course selection for high school/career exploration.
- “True Colors” program, powerpoint presentation, handouts were used.
- Project started and completed on September 7, 2007.
- Program presented to students during their English class.
- Results were measured through a post survey consisting of five questions. Students rated each question on a Likert scale, 1 being the least and 4 being the most.
- Glen Porter, Jennifer Paige

RESULTS



Students were surveyed the following questions, rating them 1 being the least and 4 being the most: A) I felt the True Colors program was helpful. B) I felt my True Color was a lot like me. C) My True Color matched my career goal. D) I found a job I'm interested in that matched my True Color. E) I feel that this program can help students in choosing a career path.

Results indicated in chart are based on percentages. The majority of students overall rated each question either a 3 or a 4. Based upon the results from question C, we found that a high percentage of students' True Color did not match their prior career goal.

DISCUSSION

Our data suggests that 9th grade students benefit from identifying personality types and subsequently matching them to career choices. A high percentage of students found that their prior career goal did not match their personality, which raised their awareness in the importance of career exploration. We also observed that during the classroom presentation, student's negative attitude toward career exploration activities was evident. This could have skewed our results. In the future, we hope to change student's perception of career exploration activities.



Utah Comprehensive Counseling and Guidance Closing the Gap Results Report (Small Group) 2007-2008

School: South Ogden Junior High

Target Group: 7th Grade CTE class

Target Group selection is based upon: To update lesson plans in order to gain greater student interest and effectiveness regarding career exploration.

ABSTRACT

The purpose of our study was to update CTE lessons taught by counselors regarding career exploration, and to gather evidence regarding the effectiveness of these lessons. We expected that by updating the CTE lessons, we would gain greater student interest in career exploration. Counselors presented the new lesson plans to 1st quarter CTE students in 7th grade. Students were given a post survey. 77% of students agreed or strongly agreed that each lesson was very helpful and effective.

PROJECT DESCRIPTION

Introduction

- Learning to Learn
- Students will actively participate in the lessons and gain a better understanding of career exploration.

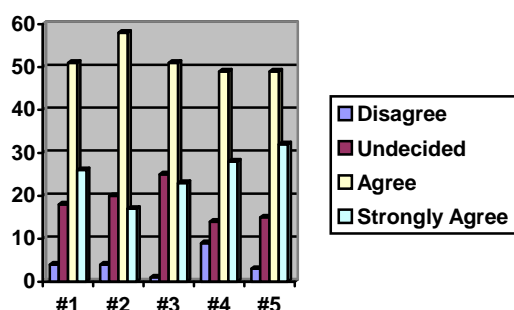
Participants

- 65 students
- 7th Grade CTE students

Method

- Self-knowledge and occupational exploration, understanding learning styles, moving beyond stereotypes and non-traditional occupations, making informed career choices, understanding group behaviors and attitudes.
- Powerpoint presentations, handouts, videos, Utah State CTE lesson plan materials
- Project done Sept. 2007 – Oct. 2007
- Results were measured through a post survey consisting of five questions. Students rated each question as the following: disagree, undecided, agree, strongly agree.
- Glen Porter, Jennifer Paige

RESULTS



Students were asked to rate each CTE lesson as to whether they felt it was very helpful and effective. The lessons are as follows: #1) Self- knowledge and occupational exploration #2) Understanding learning styles #3) Moving beyond stereotypes/non-traditional occupations #4) Making informed career choices #5) Understanding group behaviors and attitudes.

Results indicated in chart are based on percentages. 77% of students agreed/strongly agreed that each lesson was very helpful and effective. Lesson #4 had the highest amount, 9%, of students

who selected disagree. Overall, lesson #5 was rated as being the most helpful and effective.

DISCUSSION

Our data suggests that overall, the majority of 7th grade CTE students felt the updated lessons were very helpful and effective. When counselors reviewed results, they asked students what they did not like about lesson #4. Lesson #4 included the “Game of Life” provided by the USOE CTE program. Students indicated they did not feel the “Game of Life” was very helpful or enjoyable.



Electronic Data Reporting Template

Guidance Activities Results Report (Large Group)

School: Wahlquist Junior High School

Target Group: 8th Grade Class

Target Group selection is based upon: Promoting understanding of media literacy and proper body image and illustrating how the media affects our perceptions of ourselves and others

ABSTRACT

Our large group project was to assess the effectiveness of having all 8th grade students attend a presentation on how the media influences and manipulates our perceptions of how we view ourselves and others. Our goal was to increase student awareness of media manipulation and help students acquire tools to resist these manipulations.

PROJECT DESCRIPTION

Introduction

- Our goal was to increase awareness of media manipulation and body image by using Guidance Curriculum.

Participants

- 280 8th grade students attended our presentation

Method

- Joshua Simon, Weber Human Services Prevention Specialist, presented the workshop. Wahlquist counselors assisted him.
- Results were measured using a pre-test and a post-test.

RESULTS

- **26% increase in understanding the meaning of “Media Literacy”**
- **.07% increase in understanding how media persuasion works**
- **59 % increase in learning how to decipher media persuasion**
- **.09% increase in understanding mixed messages in advertising**
- **.07% increase in understanding the use of reality and fantasy in advertising schemes**

DISCUSSION

The data suggests an increase in understanding of Media Literacy and how the media persuades us to buy products. Students also showed increased awareness of how our body images are affected by the use of reality and fantasy in advertising schemes. Student discussions on the workshop were extremely positive.



Electronic Data Reporting Template

Closing the Gap Results Report (Small Group)

School: Wahlquist Junior High School

Target Group: At-risk junior high school girls

Target Group selection is based upon: Attendance concerns, poor grades, behavior or family concerns—all affect student progress

ABSTRACT

Our small group project was to assess the effectiveness of running a workshop for 9 weeks for junior high school girls who had significant problems with attendance and grades in addition to behavioral or family-concerns. Our goal was to increase attendance and grades, to change behavior, and to offer effective coping skills.

PROJECT DESCRIPTION

Introduction

- Our goal was to increase attendance and grades by using Guidance Curriculum and meet individual emotional and behavioral issues through Responsive Services in our small group meetings.

Participants

- 12 girls started the group; 4 moved or decided not to participate

Method

- The group met weekly, rotating through 1st, 2nd, or 3rd periods beginning October 5 and ending January 4.
- Jean Smith, LCS from the Weber School District, facilitated the groups; Rachelle Vanburen, Options Aide, assisted her. WJH counselors followed up on weekly concerns
- Results were measured by increase or decrease in 2nd term attendance, GPA, and reported school incidents.

RESULTS

- **50 % improved attendance**
- **25 % improved GPAs**
- **50 % decreased behavioral interventions**
- **100% who completed the workshops indicated that the program was helpful in increasing coping and communication skills**

DISCUSSION

The data suggests a slight change in attendance, behavior and GPAs. However, the girls involved all felt the workshops helped to open up communication between them and their counselors and administrators to discuss behavioral or academic concerns. End-of-year data could add more insight into long term effectiveness.